**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 5 Week 1 Story Title: Suki’s Kimono**

**Monday**- Use TE DI -2- 1) Preteach Phonics- V/V Syllable Pattern. Write & read *coat.* Remind students that 2 vowels that appear in the same syllable often stand for one sound. Write *ruin.* Say:  *When I see a word that has 2 vowels in a row, I usually say 1 vowel sound. But sometimes when 2 vowels come together, 2 vowel sounds are heard. That’s because each vowel is in a separate syllable.* Draw a line between “u” and “i” to divide ruin into syllables. Say: *This word is the 2 syllable word ruin.* Model blending ruin. Continue practice blending with: poet. 2) Preview Decodable Reader 21: *Radio Days-* Read/discuss words: Review the words on Decodable Reader pg 41; blend the following story words: recreation, cracked, signals, beings, emcee, thousands, & audiences. Discuss the meaning of the words, too. 3) Preview Decodable Reader 21 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 21 orally to the students for fluency.

**Tuesday**- Use TE DI-4- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: cotton, festival, graceful, handkerchief, paces, pale, rhythm, & snug. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *crunchy* & model how to use meaningful parts to read it. Say:  *I see a chunk at the beginning of the word: ri. I see a part in the middle: dic, & another part: u. I see the base word crunch & they suffix “y”. First I cover the suffix & read the base word: crunch. Then I uncover the suffix & blend the base word & the suffix to read the whole word: crunch y, crunchy. The suffix “y” means “having a certain quality,” so crunchy means “having crunch.* Continue with words: especially, souvenir, decorated, overalls, assembly, snickered, concentrated, introduce, & straightening. 3) Choral/Echo read typed version of Decodable Reader 20 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-6, 153, & 125- 1) Target Skill-Compare/Contrast- Discuss the meaning, examples, & clue words from pg TE DI-6 & pg 153 & . 2) Target Strategy-Predict- review pg 146. Also reread pg 157 to review Making Predictions. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4)Reread Decodable Reader 21- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 21- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.